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the north carolina school of science and mathematics

DIRECTOR'S REPORT TO BOARD OF TRUSTEES

March 7, 1980

As I review my report to you on December 7, 1979 and reflect on the progress made from that date to this, I am pleased that today's report will again show substantial progress in planning and organization. The progress is not only in accomplishing particular objectives, but in developing plans and calendars to set to work on those yet to be attained.

Increasingly these responsibilities are being undertaken and accomplished by a staff which brings enthusiasm, competence, and an unwillingness to count the hours in order to get the job done.

Everything this staff does is done "for the first time." Although all of us bring a variety of experiences which fit our tasks, never has this kind of school been planned "from scratch" before. Given this, the reports from various departments are impressive.

Student Personnel Services

The admissions department report prepared by Ola Stringer, Head of Admissions, shows not only a carefully planned student selection process, but a supreme effort to make the process work. The result is a large number of student nominees, and evidence of a great deal of interest and cooperation from throughout the schools of the State. Ms. Stringer's report is attached.

Dean Collins, and other members of the Student Personnel Services staff, is now underway with specific plans and recommendations for the many responsibilities entrusted to the School to care for those students who will be selected from among the many nominees. Dean Collins report is attached.

Operations and Institutional Advancement

Again, working with no existing model, Dean Mace and his staff, working with the Executive Committee, have projected budgets to cover the next three years in detail, and even some anticipated needs beyond that. In his other areas of responsibility the Development Program and remodeling of facilities have reached critical points where major steps are about to be taken. Dean Mace's report is attached.

Faculty Recruitment and Academic Planning

Under the direction of Dr. Cecily Selby, Special Assistant for Academic Planning, the huge job of screening candidates for faculty positions is well underway. Dr. Selby, assisted by others of the staff, has read hundreds of applications, has conducted some preliminary interviews, and has set up a schedule of formal interviews with a selection committee to be conducted between now and March 31, 1980.

Candidates will be appointed for the academic year 1980-81, however, some will be engaged on a part time basis before that for curriculum planning and ordering of equipment, tests and instructional materials. Other planning sessions for the fall faculty will be held in the spring and summer.

One important appointment I am pleased to announce is that of Dr. Carl Stephen Davis as Teacher of Mathematics and Head of the Division of Mathematics and Computer Science. Dr. Davis holds a Ph.D. in Mathematics, has taught college and high school mathematics, and has worked in industry as an applied mathematician. He is currently Head of the Mathematics Department at Durham Academy where he teaches advanced courses in calculus and computer science, and has developed cooperative interaction between his Mathematics Department and the resources of Triangle Universities Computation Center (TUCC) and North Carolina Educational Computing Service (NCECS). Dr. Davis has begun similar planning for our instructional computer needs on campus and to be tied in with TUCC and NCECS. His resume is attached.

Along with the appointment of Dr. Davis, and the imminent appointment of core faculty members, I have asked Dr. Selby to increase her time commitment to the academic planning in order to coordinate the planning work of the new faculty. If this evolves as expected then I plan to extend the search for a permanent Dean for Academic Affairs to include the faculty in the search process.

This, then, provides planning leadership to derive a curriculum from the experiences of the faculty, and rightly involves them in the search for someone to provide ongoing leadership in the evolution of that curriculum.

Recommendations

A number of decisions require the attention and action of the Board of Trustees, in particular those that have bearing on the budget. They follow:

Budget Adjustment, Fiscal Year 1980-81

Remembering that the budget for the current biennium was created back in early 1978 before the School had a site or a permanent staff, the total amount of the appropriated budget will enable us to open school (although

with temporary facilities in some areas). However, in order to provide the extensive equipment and the start-up costs necessary to meet the needs of the first year of operation it is necessary to ask that the line item for capital improvements in the 1980-81 fiscal year budget be distributed to various operating lines, largely for educational equipment and other campus furnishings and equipment.

I request the support of the Board of Trustees in our request to the State Budget Office for this change.

Faculty Salary Scale

After a lengthy consideration involving discussion with various agencies of the State Government, and with members of the Executive Committee of the Board of Trustees, a salary plan for faculty members is presented for consideration and adoption.

This plan parallels the manner in which salaries are determined in the public schools (a statewide minimum scale, supplemented by local option funds), although the amounts we propose to pay will be higher than any public school system.

We propose to pay from public, state appropriated funds salaries based on and identical to the statewide minimum scale. In addition the base salary will be supplemented at various levels as shown in Table I from funds raised from sources other than the state appropriation.

If the state base scale should change in any way by an act of the General Assembly, our base scale would change to remain identical to the new state scale. Any changes in the supplementary scale would be determined by the administration and Board of Trustees of the School.

This recommendation emphasizes our stature as a public school, provides some logic to the transition we want to encourage for public school teachers to join our faculty permanently, or "on loan", and recognizes that the unusual demands of this school require salaries above those of any other public school in the state.

The concept of supplements to attract highly qualified teachers is one which ought to be attractive to potential donors of private funds.

Teachers will be required to work 195 days of instruction or work/service between August 18, 1980 and June 5, 1981 on a calendar which recognizes those ten legal holidays designated under state law for public schools, as well as ten vacation/leave days.

Director's Report

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Some activities outside of the usual instructional day will be expected (evening tutorial, social/recreational supervision) in addition to instructional classroom days.

If certain of these extra activities require an extended time commitment, it will be the prerogative of the Director to provide compensatory time off from otherwise scheduled work/service days.

Resident Tutor/Advisors Salaries
(Reference: Job Description attached.)

The importance of having persons with professional training and experience in residential counseling and tutoring cannot be over-emphasized.

Parents and students expect and are entitled to supervision and guidance by stable, responsible and wise resident advisors. These resident advisors will also be expected to assume other instructional and coordinating functions in areas such as study skills programs, community work/service programs, social/recreational activities, and in assisting teaching faculty on field trips or other special projects.

I ask for the Board of Trustees support of my recommendation to the State Personnel Department that the salary level under the State Personnel Act be set at a professional level which would be above the classification which requires accounting for hours and the paying of overtime above 40 hours per week.

These resident tutor/advisors will have responsibilities which cannot be packaged into specific hours. The Director should have the prerogative to define the requirements of the job, recognizing the need for the employees to have reasonable assignments and necessary time off, but not be confined to a rigid schedule when circumstances may require flexibility.

North Carolina School of Science and Mathematics

RESIDENT ADVISOR/TUTOR

Nature of Work

The Resident Advisor/Tutor will reside in the residence halls with the students whose welfare he/she is responsible for supervising. The instructional programs and home-life programs will work in an integrated manner to provide the best educational environment possible for the students enrolled. The Resident Advisor, as a vital person in the total instructional/home-life program, will perform a variety of duties that are both instructional and supervisory in nature. The duties will be performed in a twenty-four hour daily time frame.

Illustrative Examples of Work

The duties of the Resident Advisor/Tutor shall be:

1. to live in a residence hall with the students;
2. to supervise the students in his/her care and provide direction to the lives of the students;
3. to communicate insights regarding the welfare and development of the students to others on the staff, the administration and to the students' parents and guardians as appropriate;
4. to monitor the Computer Center and other instructional programs during evening hours;
5. to provide instruction and monitoring of special skills areas such as metalworking shop, woodworking shop, electronic laboratory, and the animal/specimen laboratories;
6. to directly assist in the instructional duties of field studies;
7. to conduct study skills, career awareness workshops, and critical learning workshops in the residence halls;
8. to coordinate the work-service programs, including its instructional component;
9. to assist with the development and implementation of social/recreational activities for students;
10. to assist the guidance counseling staff with guidance classes and student leadership programs; and,
11. to perform related duties as required.

Knowledge, Skills and Abilities

The person selected for the position of Residence Advisor/Tutor must possess all or a majority of the following qualities:

1. considerable knowledge of and appreciation for the developmental aspects of adolescents;
2. a demonstrable knowledge of behavior management skills;
3. ability to develop special skills programs for instruction to students;
4. skill in communications - verbal and written;
5. skill in some area of practical/industrial arts;
6. ability to exercise judgement and discretion in interpreting policies and procedures; and,
7. considerable ability to relate to other people in an understanding, supportive manner.

Acceptable Training and Experience

The following training and experience is desirable for the position of Resident Advisor/Tutor:

1. graduate from a four-year college or university preferably, and with some course work in psychology or the behavioral sciences; and
2. some experience as a worker with young people such as scouting, social/community volunteer work, and camp counseling.

The Resident Advisor/Tutor should possess the willingness to approach all of the above responsibilities with the imagination necessary to create a school worthy of the challenges of the 21st Century.

Michael E. Collins, Dean
Student Personnel Services

3/80

Student Fee Structure

When the Board of Trustees voted on December 7, 1979 to provide tuition and room and board to students from North Carolina at no charge, it left undecided the question of charging for needs not directly related to the instructional program.

I have recommendations for fees in three categories: 1) social/recreational activities, 2) linen rental, and 3) health services.

- 1) The social/recreational fees will help cover the cost of buses to off-campus theatres, picnics, roller skating, etc. as well as on-campus parties and dances.
- 2) The linen rental fee reflects a decision I have made to assure that every student has clean linens weekly, by our providing sheets and pillowcases and having them laundered in the hospital laundry.
- 3) The health service fee will cover a modest part of the costs of maintaining a nursing staff, a consulting physician service, and providing non-prescription drugs, bandages, etc.

Recommended, per year:

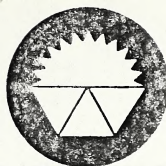
Social/recreational activity fee	\$100.00
Linen rental fee	20.00
Health service fee	<u>100.00</u>
TOTAL annual fees	\$220.00

I think the commitment this represents by parents and students is equally as important as the income it produces. Of course, for any family for which such fees were truly a hardship, we would help them seek private support, perhaps within their own community.

Outreach

As part of our ongoing outreach program to better inform and become associated with the citizens of North Carolina, some 84 public contacts have been made by myself and other members of our staff. Some of our visits involved one-to-one interviews while others involved appearing before large audiences at statewide meetings. All of them I found to be most rewarding for myself and the audiences addressed.

Most importantly, Mike Collins and I have visited the eight Regional Education Centers and met with the Superintendents' Council in each to help give them a clearer understanding of the purpose of the School and have a chance to have their questions answered and some of their concerns listened to and understood. We estimate that we must have spoken to at least 80% of the public school superintendents in the State of North Carolina. We were pleased with the interest shown by these superintendents and regard their direct questions as an indication of their fundamental concern for the educational process of North Carolina and its impact on the children we all serve. This whole process has been a major step towards acceptance and support of the School throughout the State.



the north carolina school of science and mathematics

March 1, 1980

MEMORANDUM

TO: Charles R. Eilber, Director

FROM: Michael E. Collins, Dean
Student Personnel Services

SUBJECT: Report to the Board of Trustees, March 7, 1980

STUDENT PERSONNEL SERVICES

ADMISSION OF STUDENTS

Ola F. Stringer, Head of Admissions, will provide a detailed accounting of the selection process of the first class of students for the North Carolina School of Science and Mathematics. A separate report from Ms. Stringer is attached to this memorandum.

STUDENT PERSONNEL SERVICES STAFF

Guidance Counselor

Ms. Rena Ruark Lindstrom has been selected to serve as the first guidance counselor for the North Carolina School of Science and Mathematics. She will be responsible for developing and implementing the School's programs in academic and personal counseling, career and college counseling, testing, and faculty, staff and parent consultation. Ms. Lindstrom enjoys a wide array of experience in education, having served as a teacher at the secondary and elementary level, and as a guidance counselor in Bangkok, Thailand, and most recently as director of guidance for the Halifax Community College in Roanoke Rapids, North Carolina. A biographic data sheet is included in this memorandum.

Head of Residential Life

Ms. Kathleen Benzaquin has recently been appointed to the position of Head of Residential Life. This position requires the development and

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implementation of the home-life or residential program for all students. Duties will include selection, training and daily supervision of resident advisors/tutors, development of such diverse programs as the student work program, community volunteer program, residence tutorials, social/cultural/recreational programs, and the health and physical education curriculum. Ms. Benzaquin has been a residence hall advisor and director at Alfred University in New York, and most recently was director of student activities as well as the Conference Center of St. Andrews College in Laurinburg, North Carolina. Currently she is a counselor intern at Apex Middle School under the direction of the North Carolina State University's counselor education program. In addition to a Master of Science degree in Student Personnel Services, Ms. Benzaquin also possesses a Bachelor of Fine Arts degree from the College of Ceramics at Alfred University. A resume of Ms. Benzaquin's background is attached.

Other Student Services Staff

Staff positions to be filled between this date and August, 1980, with duties to begin by August 15th, include: a residential advisor/tutor staff, health services personnel, and a campus security staff.

Of special note is the unique duty prescribed for the residential advisory staff. Each resident advisor/tutor will be responsible for some phase of the on-going social/cultural/recreational programs as well as the student work service and community service programs. This is in addition to his/her student supervisory responsibilities in the residence halls which also includes special tutoring as needed. Obviously the personnel selected for these positions will present unique personal qualities and special competencies in order to carry out the diverse residential program.

A health services staff will soon be employed. Plans are now underway to enlist the support and advice of a Health Services Advisory Committee with respect to the most efficient and responsive student health care possible.

Campus security personnel will be an integral part of student services. We are concerned that the students as well as the total campus be given the protection needed. A summary of Student Personnel Services Staff is attached to this report.

ORIENTATION/WORKSHOPS

A series of orientation workshops will be conducted with all faculty and staff preparatory to the arrival of students. These meetings may begin in late spring for selected personnel such as department heads. By mid-August, all personnel will be available for a week-long orientation session designed not just to acquaint persons with their respective duties, but to heighten awareness to the special task of working with young people in a supportive manner.

HANDBOOKS

A student handbook will be developed this spring to acquaint students, parents and others with the rights and responsibilities associated with enrollment at the North Carolina School of Science and Mathematics.

FACILITIES

Residence Halls

Plans have been made to house the first group of students in Hill and Wyche Houses and, temporarily, the third floor of the 1954 Building. Hill and Wyche, being currently occupied by the Durham County's Nursing Program, are in good shape. With modest alteration, they will be ready to house most of the students. The third floor of the 1954 Building will require minor refurbishing including some cleaning and repainting. Planning has been done to design more permanent quarters for the students on the second floor of the 1954 Building, and once the plans have been carried out, students will move from the third to the second floor..

Following is a breakdown of the student capacity of each residence unit:

Wyche House : 45 male students
1954 (3rd Floor): 27 male students

Hill House : 72 female students

TOTAL : 144 students

We can provide additional space for two male students (Wyche) and two female students (Hill) by using quarters designed for resident advisors/tutors (not needed the first year). This would permit total housing accommodations for 148 students (74 male; 74 female).

Infirmary

It should be noted that Hill House will also provide space for an infirmary designed to accomodate six students, an examination room, and a health services office.

Recreation/Athletics

Facilities for recreation and athletics are needed as soon as possible. Ola Stringer's admission report cites the concern expressed by students, parents, and school personnel regarding this need. The students that have been nominated represent broad interests. Physical development through sports is one important concern of this group of young people. I am attaching a memorandum (February 25, 1980) to this report which more specifically deals with this need.

WORK SERVICE/COMMUNITY INVOLVEMENT

A special note about the student work service and community volunteer programs. With the selection of the Head of Residential Life, we are now able to make the contacts necessary for community support of our student volunteer efforts. This task will be completed by June 1st. A personal

S.P.S.
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March 1, 1980

review of the exemplary student work service program at Warren Wilson College has been conducted. Plans will be made to have a representative of that College's program visit our campus to assist in designing our work service program.

Attachments

- 1-A. Admissions Report
- 2-A. Rena Lindstrom's biographical sheet
- 3-A. Kathleen Benzaquin's biographical sheet
- 4-A. Student Personnel Services Staff summary
- 5-A. Memorandum to Charles Eilber (February 25th)

OLA F. STRINGER
HEAD OF ADMISSIONS
March 6, 1980

ADMISSIONS OFFICEREPORT TO THE BOARD OF TRUSTEES

To select a diversified student body of gifted and talented students with interest and potential for high achievement in science and mathematics is the goal of the Admissions Office. The avenues already taken and those being considered to reach this goal are numerous. Favorable results of the efforts of many interested persons are reflected in the receipt of 886 nominations for admission to the School of Science and Mathematics for the first class of up to 150 eleventh grade students to be admitted in September, 1980. An impressive group of boys and girls from all races and socio-economic levels are represented from all areas of the State. (See attachment #1).

This office acknowledges with great appreciation the assistance received from the Board, all Advisory Committees, the School staff and other resource persons. Special recognition of their cooperative efforts to assist us is given to members of the Department of Administration, the Department of Public Instruction, Regional Education Center Directors and support personnel and college support services.

In accordance with the previously submitted report, School representatives visited each Regional Education Center to personally acquaint public school superintendents with plans and progress being made toward the development of the School and the Admissions process. Approximately 85% of the 145 superintendents in the State attended these meetings designed to assist in clarifying the school's purpose and to enlist a cooperative support for its program.

After the distribution of the admissions criteria, the Dean of Student Personnel Services and Head of Admissions visited Regional Education Centers to meet with parents, students, school personnel and community representatives. Listed below are some concerns expressed by students and parents:

1. The Athletic Program - A suprisingly large number of students are involved with sports. Both students and parents expressed great concern about the sports program at the North Carolina School of Science and Mathematics.
2. The Music Program - Here again, many parents and students expressed concern about continual involvement in band, orchestra and individual music lessons.
3. The Faculty/Staff - Concern here is with quality teachers and role models, their standards, values and culture.
4. What happens to students when they leave this setting - Students need access to schools and programs where they can go on to equally challenging adventures.

ADMISSIONS OFFICE
REPORT TO THE BOARD OF TRUSTEES

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5. Residential Life Program - Concern that students not miss out on learning the basics of growing up and that guidance and supervision is available.
6. The Instructional Program - Concern that students not take only science and math courses and that free time be allowed in the schedule for classes of their choice.
7. The living/learning setting - Concern here is that we educate the whole child and emphasize the human impact that enrollment at North Carolina School of Science and Mathematics will have.

The development and distribution of the admissions packet, which was a cooperative effort by all School staff members, sparked the realization of the magnitude of work facing the Admissions Office. Taking into consideration the recommendations of the Admissions Advisory Group, the Minority Advisory Assembly and the Women's Advisory Assembly, the Criteria for Admissions, the Nomination Procedures, and the Selection Process were developed. The design of a one-page Nomination Form to collect only initial information needed to determine student's eligibility for admission required the greatest time and care.

The subsequent development of the Application Form (see attachment #2) was intended to collect additional information needed to make an assessment of the student's abilities. It was the consensus of the School staff that students, parents and school personnel needed information on all aspects of the School before a decision to nominate could be made. This resulted in the attachment to the admissions packet of the Instructional Program Summary, the Student Handbook Summary, Description of the Campus and a Sample Weekly and Daily Student Schedule.

CRITERIA FOR ADMISSIONS

As suggested by the Admissions Advisory Committee, criteria to be used in assessing student eligibility for admission to the School are:

1. Students must be sophomores or eligible for eleventh grade admission by August, 1980.
2. Parents or legal guardians of students to this first class must be legal residents of North Carolina.
3. Students must demonstrate a sincere desire to learn and the willingness to commit themselves to the idea of total development. This is being dealt with in the written application and personal interview sessions.
4. All students nominated are required to take the nationally administered Scholastic Aptitude Test. Selection of this test is based on Dr. Julian Stanley's experiences with precocious students in Mathematics at Johns Hopkins University.

ADMISSIONS OFFICE
REPORT TO THE BOARD OF TRUSTEES

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5. Results of the annual achievement testing and school performance. Realizing that standardized achievement testing and school performance are not always indications of a student's true ability, "unorthodox but revealing methods of measuring talent and potential" is a part of the admissions criteria.
6. Assessment of innovative mathematics and science performance of out-of-school interest and projects such as botany, zoology, math games, electronics, model building, computers, etc.
7. Assessment in terms of students' perception of what the School can do for them and what contributions they can make to the School. This is being dealt with on the written application and personal interview.
8. School and community assessment of students, both academic and personal. This is dealt with in eleven specifically designed questions on the nomination form.

NOMINATION PROCEDURES

Students may be nominated by school personnel, community representatives, parents or they may self-nominate. Validation of data from the student's cumulative folder will be required of all non-school nominations. Because of the delay in the delivery of the Admissions information and the closing of schools due to inclement weather, the nomination deadline was extended to February 29th.

As nominations are received, both students and nominators are sent letters of acknowledgement and nominees are asked to complete and return an Application for Admission. Nominees are divided by educational region and every attempt will be made to select students for admission in accordance with the demographic characteristics of the tenth grade population of the State of North Carolina without compromising quality. This distribution is reflected in the Five Year Admissions Plan developed from data provided by the Department of Public Instruction.

In accordance with the Admissions Calendar, plans are being finalized for visitation teams composed of School personnel, public school counselors, and selected advisory members to meet with nominees and their families at selected meeting places convenient to the travel needs of the families. At that time, nominees will be interviewed and administered the Alpha Biographical Inventory and Raven's Progressive Matrices Test which will be used in conjunction with other criteria to determine aptitude and potential for high achievement. (See attachment #3 and #4).

SELECTION PROCESS

A fourteen member Selection Committee, composed of representatives of statewide resource persons and School staff, will have the responsibility of reviewing all data collected about each nominee and selecting 225 semi-finalists. The semi-finalists and their families will be invited to

ADMISSIONS OFFICE
REPORT TO THE BOARD OF TRUSTEES

Page 4

visit the Durham Campus for a tour of the facilities and a final interview. Additional testing will be administered to determine level of achievement in mathematics and science at that time. Near the end of May, the Selection Committee will again screen all available data and select the first class for the 1980-81 academic year, including alternates. A workshop is being organized to make sure that the Selection Committee possesses a thorough understanding of the students being sought and the criteria for selection.

An exception to the admissions procedure is being made for specified students who cannot take the SAT on March 22nd because of their prior plans to participate in the Band Festival being held in the Southwest Region of the State. An equitable percentage of the spaces for that region will be held open until scores are received from the May 3rd administration of the test. This special provision does not guarantee selection of any nominees, only that these nominees will be given the same consideration as nominees who take the SAT on March 22nd.

In an effort to ensure that each region and segment of the population is represented at the School, special visits were made to Pembroke, Polk, and Brevard High Schools and the Hertford County School System. Planned visits to Cherokee, Pamlico County, Jones Senior, Ashe Central and Alleghany High Schools were cancelled due to inclement weather. A mass mailing of admissions packets to Graduate Chapters of Sororities and Fraternities and Professional Organizations was launched to encourage identification and nomination of minority students. School representatives attended the North Carolina School Counselors and the North Carolina Personnel and Guidance Association Conventions, Parents Association for Gifted Education Meetings and other functions to answer questions about the School. An exhibit space was set up at the NCPGA convention to disseminate information.

Realizing that this is a once-in-a-lifetime opportunity for students, a certificate to be signed by the Chairman of the Board and the Director of the School is being designed to be awarded to each boy and girl who is nominated to the School. The certificate will be sent to the home high school with a recommendation that students be recognized at honor assemblies at the end of school.

The Admissions Office is pleased with the progress made to date toward the enrollment of its first student body. It is extremely gratifying to see such a large number of exceptionally well-qualified students seeking admission from all sections of the State. After a preliminary review, our staff is impressed both with the high quality of the students and their strong desire to attend the School of Science and Mathematics.

DISTRIBUTION OF NOMINATIONS

Region 1 - 69

Region 2 - 96

Region 3 - 170

Region 4 - 111

Region 5 - 126

Region 6 - 141

Region 7 - 108

Region 8 - 65

TOTAL - 886

Male - 468

Female - 418

Black - 82

White - 776

Indian - 13

Other - 15

886

The North Carolina School of Science and Mathematics

APPLICATION for ADMISSION

(Please print or type)

Applicant's Name _____
last first middleAddress _____
street city zip

Telephone _____ N.C. Resident: Yes () No ()

Date of Birth _____ Sex: Male () Female ()

Grade in School (1979-80): _____

Name of School: _____

School Address: _____

Racial or Ethnic Group: Black () Indian () White () Other _____

Applicant lives with: Both parents () Mother () Father () Legal Guardian ()

Name of Parents/Guardian _____

Address _____ Telephone _____
(if different from above)

* * * * *

IN APPLICANT'S OWN HANDWRITING, please respond to the following questions:
(Use additional sheet if necessary)

If selected for enrollment, what do you believe the North Carolina School of Science and Mathematics will do for you?

If accepted for enrollment, what contributions do you believe you can make to the North Carolina School of Science and Mathematics?

Extra Curricular Activities (Special Interests and Hobbies): _____

Awards, Certificates, Special Recognitions: _____

Additional Skills: _____

Community Involvement: _____

Does applicant have a handicap that requires special attention? Yes () No ()

Has applicant ever consulted, or been referred to, a psychiatrist, psychologist, or psychiatric social worker for any reason? Yes () No ()

If answer is yes to any of the above questions, a letter from the applicant's physician and/or psychiatric or psychological counselor must be sent to the Admissions Office explaining the nature of the concern, its current status, and offering professional suggestions regarding the applicant's adaptation to the school setting. This letter will be considered confidential and privileged information and is a part of the application for admission.

The information given in this application is true and accurate and if the applicant is accepted for admission to the North Carolina School of Science and Mathematics, we agree to adhere to the rules and regulations as established by the School.

Parent/Guardian Signature

Applicant Signature

Date

Date

INTERVIEW/TESTING VISITS

The selection process includes testing and interviews of students and parents by Visitation Teams at eight locations across the state. In-house members of the visitation teams have been finalized. Additional members of the team to be chosen from Advisory Committees will be chosen from each region as needed.

TEAM ONE

Ola Stringer
Chuck Eilber
Braughn Taylor
Borden Mace
Gail Cable
Two Public School Counselors

TEAM TWO

Mike Collins
Rena Lindstrom
Joe Gibbs
Cecily Selby
Kathleen Benzaquin
Janet Haswell
Two Public School Counselors

Team One Visits

March 15 - Region 7, North Wilkesboro
March 29 - Region 2, Jacksonville
April 19 - Region 3, Raleigh
April 26 - Region 4, Fayetteville

Team Two Visits

March 15 - Region 8 - Canton
March 29 - Region 6 - Charlotte
April 19 - Region 5 - Greensboro
April 26 - Region 1 - Williamston

A workshop is being planned to familiarize everyone with the structure of the visit.

All students nominated will be notified of the date and place of testing.

ADMISSIONS CALENDAR

February 29	Nomination Deadline
February 29	Late Registration Deadline for SAT March 22nd Administration
March 7	Board of Trustees Meeting
March 7	News Release RE: Admissions
March 12	Deadline for Receiving Applications
March 14 & 15	Team Visits to Regions 7 & 8
March 22	Students take SAT
March 28	Registration Deadline for SAT, May 3rd Administration
March 28 & 29	Team Visits to Regions 2 & 6
April 11	Late Registration Deadline for SAT, May 3rd Administration
April 19	Team Visits to Regions 3 & 5
April 21 - 30	SAT Scores Returned
April 25 & 26	Team Visits to Regions 1 & 4
May 3	Special Students take SAT
May 7 & 8	Selection Committee Workshop Screen nominations and select 225 semi-finalists
May 9	Letters to Semi-finalists
May 17	Semi-finalists on campus with parents
May 22	Selection of Students and Alternates
May 23	Letters to Students and Alternates
May 30 - June 6	SAT Scores Returned
June 2	Confirmation from Finalists
June 3	Telephone Alternates - Send Letter
June 9	Special Students Screened - Decision made. Notification by phone, letters mailed.
June 10	Confirmation from Alternates
June 11	General Information to Prospective Students
June 22 - 28	Workshop Week for Students with Special Needs (Tentative)

Rena Ruark Lindstrom
1719 N. Roxboro Street
Durham, North Carolina

Telephone:
home 919-683-8776
work 919-286-5431-4

ACADEMIC QUALIFICATIONS

- 1962-66 Meredith College, Raleigh, N. C. - BA
 Majors - English, Social Studies
 Minor - Education
- 1972-73 University of South Carolina, Columbia, S. C.
 Graduate study - Education, Psychology
- 1973-75 University of North Carolina, Chapel Hill, N. C. - MED
 Major concentration - Education/Psychology

CERTIFICATION

North Carolina Graduate Certificate/Guidance and Counseling (G8)

South Carolina: Class A Teaching Certificate/Secondary English, Social Studies

Virginia: Professional Teaching Certificate/Secondary English, Social Studies

TEACHING, COUNSELING AND ADMINISTRATIVE EXPERIENCE

(excluding teaching and counseling practicum experience)

- 1966-68 Teacher - Secondary English - Prince William County Schools,
 Woodbridge Senior High School, Woodbridge, Virginia
- 1970-72 Teacher - Remedial Grade 1, 2 - Marlboro County Schools,
 McColl Primary School, McColl, South Carolina
- 1972-73 Teacher - Secondary English - 10, 11, 12 - Marlboro County Schools,
 Bennettsville High School, Bennettsville, South Carolina
- 1975-76 Guidance Counselor - Grades 9, 10, 11 - International School Bangkok,
 Bangkok, Thailand
- 1976-77 Director of Counseling, International School Bangkok,
 Bangkok, Thailand
- 1977-78 Guidance Counselor, Department of Student Personnel,
 Halifax Community College, Weldon, North Carolina
- 1978-80 Director of Guidance Services, Department of Student Personnel,
 Halifax Community College, Weldon, North Carolina

RELATED EXPERIENCE

- 1966-71 Tutoring, individual and group, remedial and special enrichment subjects: English composition and literature, humanities Alexandria, Virginia/Macon, Georgia
- 1967-68 Group leader - Sr. High Youth Group - St. Luke's Episcopal Church, Rockville, Maryland
- 1968-69 Assistant Librarian - Episcopal High School, Alexandria, Virginia
- 1970-71 Home/School Coordinator (volunteer) - inner-city kindergarten, Christ Episcopal Church, Macon, Georgia
- 1971-73 Community Liaison - League of Women Voters, Schotland County, North Carolina
- 1974-75 Team member - UNC Educational Training Team - School of Education, Chapel Hill, N. C. (Team designs and facilitates experiential educational training workshops for schools, university staff, churches, community agencies and organizations, business and industry) -- Coordinated by Dr. Eugene Watson, Department of Higher and Adult Education
- 1975 Spring semester - Curriculum development and teaching - undergraduate course at UNCCH in Human Sexuality (School of Public Health) Supervisor: Ms. Lynn Knauff, Carolina Population Center
- 1973-75 Tutoring volunteer - Chapel Hill Day Care Association, Chapel Hill, North Carolina
- 1974-75 Rape, Drug and Sexuality Counseling (Peer Counseling Program) - volunteer - UNCCH, Chapel Hill, N.C.
- 1974-75 Orientation Chairperson - School of Education, Graduate Division, UNCCH
- 1975-77 Consulting for non-American counselors in the advising of foreign students attending American Colleges and Universities, Bangkok, Thailand
- 1975-77 Family counseling volunteer - American Employees Health Association, Bangkok, Thailand
- 1976-77 Trainer/facilitator for cross-cultural workshops for executives of multinational corporations, Bangkok, Thailand
- 1976-77 Sr. High Tutorial, Christ Church (Anglican), Bangkok, Thailand (instructor)
- 1978-79 Community Hot Line volunteer, Halifax County, N. C.
- 1979 --- Membership committee, Roanoke Valley Society for the Performing Arts
- 1979 --- Volunteer tutor - English as a second language - Indochinese immigrants

ORGANIZATIONS

American Personnel and Guidance Association
 North Carolina Personnel Association
 Episcopal Church
 National Organization of Women

Halifax County Arts Council
 Friends of the Library, Roanoke
 Rapids, North Carolina

KATHLEEN BENZAQUIN

Route 2 Box 173-A
Morrisville, NC 27560
(919) 467-7816

OBJECTIVE:

To obtain a position that will utilize my present talents and resources, and offer an opportunity for increased knowledge and actual experience in the field of student affairs.

QUALIFICATIONS:

A flair for creative innovations;
Effective skills in individual and group counseling;
Strength in understanding, communicating and working with others;
A sense of humor that complements a sense of responsibility;
Proven ability as facilitator and resource person.

EDUCATIONAL EXPERIENCE:

M.S. in Counselor Education/Student Personnel-
Alfred University, August 1977;
Bachelor of Fine Arts-Alfred University, College of Ceramics, 1974;
New York State Teaching Certificate in Art Education

WORK EXPERIENCE:

8/77
to
6/79
DIRECTOR OF STUDENT ACTIVITIES AND PLACEMENT SERVICES
St. Andrews Presbyterian College, Laurinburg, NC:
Responsible for creation and implementation of new position in both student activities and placement;
development of relevant training programs, establishment of files, introduction of innovative social and educational programming, advisor to numerous student groups including College Union Board, foreign students; supervision of Belk College Center and Craft Center.

8/77
to
6/78
DIRECTOR OF PATE HALL CONFERENCE CENTER:
Live-in director of campus run conference center;
responsible for recruitment of groups, supervision of maintenance staff, coordination of all conference-related needs and activities, scheduling, liason between groups and campus offices.

9/74
to
8/77
RESIDENCE HALL DIRECTOR - Housing, SUNY at Alfred:
Responsible for overall supervision and administration of co-educational residence hall; counseling, selection, training and staff development of Resident Assistants; supervision of building maintenance and security staff; development and implementation of educational and social programs; advisor to dormitory council; coordinator of staff training for Resident Directors; academic advisor to residents, introduced various lifestyles within the residence hall.

9/73
to
6/74

HEAD RESIDENT - Flaherty Hall, Alfred University:
Sole administrator of alternate lifestyle - women's
dormitory; duties included overall supervision of
hall, counseling, development and facilitation of
workshops and social programs.

9/73
to
8/77

TEACHER-SUBSTITUTE - substitution for art teachers
in local elementary and secondary schools.

RELATED ACHIEVEMENTS:
CREATING/IMPLEMENTING:

Initiated totally new program for placement and career
counseling. Involved presentation of workshops, part-
time teaching and recruiting.

Created Women's Program Series; coordinated and par-
ticipated in a programming cooperative that offered
various courses on arts and crafts to residence hall
students.

Introduced the living/learning lifestyle concept into
the residence hall, i.e.: co-ed suites, no smoking
areas, intensive study suites. Provided workshops on
programming to dorm council members campus-wide.

Developed academic advising program as well as a
peer tutoring program to benefit residence hall
students.

Created Laurinburg/Scotland County branch of American
Association of University Women and held position
of President.

LEARNING/GROWTH:

Served as career and placement director/counselor to
large number of handicapped and minority students.

Chairperson of committee that reviewed and revised
the department's philosophy of housing and the student
Judicial system.

RESPONSIBILITY/JUDGMENT:

Served as Coordinator for Programming - duties included
coordinating the formulation of goals for area program-
ming and implementation of these goals.

Prepared guidelines for use of activities facilities,
placement services, and conference center.

Served as Coordinator for Staff Training - duties were
to coordinate goals for R.A. and professional staff;
interview and hire both student and professional staff;
communicate training programs and general Housing
Department information to staff members and campus
offices.

Created Alcohol Awareness program for Alfred, N.Y. community and for the student body of St. Andrews Presbyterian College.

Created Rape Prevention Program and served as female liason between rape victims and campus police.

ORGANIZATIONS:

American Personnel and Guidance Association

American College Personnel Association

National Association of Student Personnel Administrators

American Association of University Women

Girl Scout leader, Brownie troop, Governor Morehead School for the visually impaired

INTERESTS:

Printmaking, camping, athletics, painting

REFERENCES:

Available upon request from:

Career Planning and Placement Office
Alfred University
Alfred, N.Y. 14802

ACADEMIC BACKGROUND:

M.S. in Counselor Education/Student Personnel from Alfred University in Alfred, N.Y., August 1977.

I concentrated on the Student Personnel aspect of the counseling field and did my field work in residence life at a two-year technical college. However, the program prepared me for employment as a Guidance Counselor in the secondary school system.

Bachelor of Fine Arts in Art/Art education from Alfred University in May, 1974.

My student teaching experience concentrated on the high school level and I received New York State certification in Art Education, grades K - 12.

State Certification: I am presently doing field work as a Guidance Counselor at Apex Middle School. I am applying for state certification as a counselor in North Carolina through New York state. I felt that working in a school setting would provide me with a better knowledge of the North Carolina school system.

PROFESSIONAL EXPERIENCE:

I have worked for five years as a professional in the field of Student Personnel. I spent three years as a Residence Hall Director at Alfred State College (8/74-8/77). My responsibilities included the overall supervision of a large co-educational residence hall, personal and group counseling, maintenance and budget control, and staff supervision of seven Resident Assistants, four security guards, and three custodial workers.

While at Alfred State College, I also worked as Area Coordinator for Staff Training and Programming. I also developed the Judicial system employed there, a peer tutoring program, and an academic advising program.

From August 1977 to June 1979, I was employed by St. Andrews Presbyterian College in Laurinburg, NC. During my first academic year there I was Director of Student Activities and Pate Hall Conference Center. My responsibilities included the creation and implementation of both positions, social and cultural programming for the campus community, and the overall supervision, recruitment and scheduling of activities at the college conference center.

During my second year I was Director of Student Activities and Placement Services. In addition to my Student Activities duties, I created the Placement Services program and worked closely with the counselor for our handicapped students. I developed career workshops and classes, helped students find employment locally, and aided graduating students in preparing for their job search. While at St. Andrews, I also served as advisor to the Black Student Union, the College Union Board, and to the foreign students.

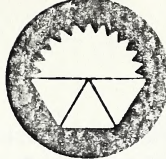
Student Personnel Services Staff Summary

(Figures for each year are cumulative)

	1980-81 (150 Students)	1981-82 (300 Students)	1982-83 (450 Students)	1983-84 (600 Students)	1984-85 (750+ Students)
Dean	1	1	1	1	1
<u>Admission</u>					
Supervisor	1	1	1	1	1
Assistant	-	1	2	2	3
<u>Residential</u>					
Supervisor	1	1	1	1	1
Advisors/Tutors	7 (1:25)*	13 (1:27)*	20 (1:26)*	26 (1:27)*	33 (1:27)*
<u>Health Services</u>					
Supervisor	1	1	1	1	1
Staff (includes Supervisor)	3	3	3	4	4
<u>Guidance</u>					
Supervisor**	-	-	1	1	1
Guidance Counselors (includes Supervisor)	1	1.5	2	2.5	3
<u>Physical Education</u>					
Staff	.5 (R. A. Staff)	1	1	1	1
<u>Security</u>					
Supervisor	1	1	1	1	1
Staff (includes Supervisor)	3	3	3	4	4

Duty ratio accounts for actual "on line" supervisory staff. Due to days off and other reasons, not all advisors will be on duty every day of the week nor 24-hours each day.

Supervision conducted by Dean, SPS, through 1981-82.



the north carolina school of science and mathematics

February 25, 1980

MEMORANDUM

To: Charles R. Eilber, Director

From: Michael E. Collins, Dean
Student Personnel Services

Subject: Facilities

1. Reference to my memo dated January 17, 1980 (Facilities) and Borden Mace's dated February 14, 1980 (Schedule for Vacation, Occupying and Renovation. . .), an area for student recreation other than that now used by the ambulance service must be found. In addition to the Wyche area, I had recommended that basketball goals and lighting be installed in that vicinity. Obviously in view of construction activity, this would not be safe. I am recommending that all basketball and volleyball areas be arranged in the packing area directly behind Wyche House. Outdoor lighting will be needed for this area as it will also be needed for the adjacent tennis court.
2. We will be in need of a surface for soccer, softball, field hockey and other sports which require a playing field. I am recommending that one-half of the front parking lot be converted to a playing field, to be ready for the opening of school in September 1980. This will require removal of the lights there, removal of the asphalt and concrete curbs and walkways, grading and sodding the field. At this time, we are without any indoor activities space, and completely dependent upon the good will of Duke, and Durham City and County for our athletic and activities opportunities. While their facilities are a stop gap measure, we are not in a position to have spontaneous use of these areas. A decision and commencing of work no later than early spring will assume a hardy surface by September. Feasibility of a track being installed on the perimeter of the playing field should also be investigated.
3. Our construction plans (D/M memo February 5, 1980) reflect a gymnasium for our early years of development. By 1982, we will have at least 450 high school students who will require indoor athletic space. I am recommending that we instruct our architects, with Board approval, to commence investigating the space required on campus for this facility. In addition to playing surfaces, locker and shower

rooms, it should include a swim area that can be used for water safety instruction, swim instruction, competition, recreation, and our summer programs with junior high school students. A pool should be measured in meters for the competition factor. The gym playing surface should be a synthetic (Tartan) material for durability, multiple use, and ease of maintenance. It will reduce physical disablements such as shin splints as well. The gym can be designed so that additions are made as enrollment needs dictate the space requirements. The \$600,000 estimate reflected in the Dalton/Morgan memorandum (February 5, 1980) for a gymnasium is low, even for a minimum space. This should be investigated further to determine how the figure cited was determined.

4. A plan for developing additional student housing beyond the Phase III plans should be started. An investigation of styles of student housing compatible with the School's view of residential life should be investigated by September 1980 to permit adequate assessment of School needs, site planning, preliminary drawings, and construction to accomodate students after the 1982-83 school year.

JAC
2-25-80



the north carolina school of science and mathematics

Report of Dean of Operations and Institutional Advancement

March 6, 1980

A. Business Affairs

1. Accounting of expenditures through February 29, 1980.
2. Revised budget for fiscal year beginning July 1, 1980.
3. Proposed budgets for biennium beginning July 1, 1980.
4. Liaison with Department of Administration offices of Controller and Personnel.
5. Advertisements for construction bids are expected to be placed on March 28, 1980 with a deadline for receipt of bids by April 29, 1980.
6. Initiation of procurement and/or requisitions for residential hall furnishings, classroom furniture, laboratory equipment, library/media materials and furnishings, dining area furniture and equipment, office equipment etc.

B. Plant Operations

1. Liaison with Durham County Hospital Corporation.
 - a. The Watts Hospital School of Nursing will vacate the residence halls in time for touch-up painting and installation of fire doors, a new water heater, etc. prior to arrival of first NCSSM students in September 1980.
 - b. All floors of the 1954 Administration Building have been cleared for construction and/or our use as of today. The Durham County Hospital and a unit of the Duke University Medical Laboratories will continue to occupy the fourth floor of this building until March 1, 1981. The Watts School of Nursing will hold some classes on the fourth floor after September 1980. The Hospital will also use the first floor of the Respiratory Therapy Building and

west club boulevard and broad street durham, n.c. 27705 919-286-5431

BOARD OF TRUSTEES

Dean W. Colvard, *Chairman*
Betty S. Abernathy
William G. Anlyan
William V. Bell
Lewis M. Branscomb

David H. Bruton
A. Hartwell Campbell
John Erbe
James J. Gallagher
Judy M. Gilbert
Sarah Hamilton
George R. Herbert

Larry J. Blake
James F. Holmes
Jesse L. Jackson
Wassiy W. Leontief
N. Andrew Miller
Larry K. Monteith
James Oliver

Emery J. Partee, III
A. Craig Phillips
Henry O. Pollak
Frank Press
Kenneth C. Royall, Jr.
J. V. Schweppe
Norton F. Tennille

the Superintendent's Cottage until March 1, 1981. The laundry will continue to be operated by the Hospital until further notice. These above four areas will be off-limits for students of the NCSSM.

- c. A new agreement has been negotiated whereby the Hospital will continue to maintain and operate the boilers and other facilities of the campus and to provide other services including security, maintenance, cleaning and ground work until September 30, 1980 when the NCSSM will assume these responsibilities. In August, plant personnel engaged by the NCSSM will start an overlapping indoctrination and training program.
2. Planning for Efficient Organization and Use of School Personnel
 - a. Meetings with Robert Johns, Director of Management Systems, Department of Administration.
 - b. Short and long term goals within budgetary constraints.
 - c. Word processing/Electric Data Processing/Computers, teleconferencing, etc.
 - d. Ownership of telephone lines and system versus rental.
 - e. Contractual food, janitorial, security and medical services versus permanent School staff.

C. Development Activities

1. Organization of Major Gifts Committee under Mr. Bland Worley.
2. Calls on federal agencies with leadership from Governor James B. Hunt and his Science Advisor, Dr. Quentin Lindsey.
3. Preparation of CASE STATEMENTS.
4. First calls on foundations started.
5. Press releases and distribution of brochures.

North Carolina School of Science and Mathematics
State Budgets for Fiscal Years Ending June 30, 1980 and June 30, 1981
As of 2/29/80

Object	Description	Fiscal Year Ending June 30, 1980			Fiscal Year Ending 6/30/81
		Budget	Expenditures & Encumbrances As of 2/29/80	Unencumbered Balance As of 2/29/80	
11	Salaries & Wages-SPA	235,380	101,440	133,940	798,480
00	Social Security Contr.	14,380	6,218	8,162	48,947
00	Retirement Contr.	16,119	9,130	6,989	55,894
00	Hosp. Ins.	4,500	1,220	3,280	16,729
01	Director's Housing Allowance	4,000	4,000	--	4,000
00	Legal Fees	12,111	12,111	--	--
00	Consultant Fees	51,000	36,000	15,000	52,000
00	Other Contracted Ser.	33,889	20,789	13,100	35,000
	Total Personal Ser.	371,379	190,908	180,471	1,011,050
00	Educational Supplies	500	132	368	6,000
00	Office Mat. & Supp.	6,000	5,619	381	6,000
	Total Supplies & Mat.	6,500	5,751	749	12,000
00	Travel	25,000	18,285	6,715	25,000
00	Travel/Per Diem-Bd Mem.	8,000	5,900	2,100	8,000
00	Telephone	5,600	3,113	1,887	7,000
00	Postage	3,500	3,636	(130)	4,000
00	Printing	10,000	10,012	5,988	20,000
	Reproduction Cost	500	45	455	500
00	Repairs & Maint.	200	17	183	1,000
00	Advertising	9,800	9,340	460	6,000
00	Moving Expense	2,105	2,105	--	--
00	Janitorial Ser.	9,600	6,788	2,812	19,600
00	Seminars	1,500	--	1,500	7,500
09	Misc. Services	950	641	309	2,400
	Food and Laundry				118,800
	Total Operating Cost	82,155	59,876	22,279	219,800
00	Rent of Other Equip.	2,400	2,400	--	2,500
00	Serv/Main Contracts	600	475	125	1,600
00	Insurance & Bonding	1,000	--	1,000	2,000
00	Subscription & Dues	1,400	1,385	15	1,450
00	Books & Publications	3,200	1,359	1,841	9,600
	Utilities				80,000
	Total Fixed Charges & Other Expenses	8,600	5,619	2,981	97,150
00	Office Furn. & Equip.	10,000	11,477	(1,477)	10,000
00	Educational Equip.	30,000	6,375	23,625	-0-
	Campus Furnishings				-0-
	Total Capital Outlay Other Than Buildings	40,000	17,852	22,148	10,000
01	Capital Improvements	645,000	645,000	--	750,000
02	Reserve for Contingency	9,359	--	9,359	50,000
	TOTAL	1,162,993	925,006	237,987	2,150,000

North Carolina School of Science and Mathematics

A. Probable Construction Cost Phase I

\$556,100

(Work to begin May 1, 1980 - finish August 25, 1980)

1. Building A (1954 Building)

- a. Renovations to the Ground Floor, North Wing consisting of kitchen and dining room facilities.
- b. Renovations to the Ground Floor, West Wing for laboratories and classrooms.
- c. Renovation of the Third Floor, West Wing for student living quarters and resident advisor's apartment.

2. Building H (Hill House)

- a. Renovations to the existing Ground Floor classroom and office areas.
- b. Renovations to the existing dormitory area on the First and Second Floors for student living quarters, resident advisor apartments, and student infirmary.
- c. Renovations to provide for accessibility by the handicapped to the Ground Floor and First Floor.

3. Building I (Wyche House)

- a. Renovations to the Ground Floor for Classrooms and multi-use spaces.
- b. Renovation of the existing dormitory area on the First and Second Floors for student living quarters and resident advisor apartments.
- c. Renovations to provide for accessibility by the handicapped to the ground floor.

4. Alternate G-1 -- Add Art Area and Library in Building A, First Floor, North Wing
P1, M1, E1 add plumbing, mechanical and engineering work.

5. Alternate G-2 -- Assembly Area in Building Y
P2, M2, E2 add plumbing, mechanical and engineering work.

B. Probable Construction Cost Phase II

\$750,000

(Work to begin July 1, 1980)

1. Alternate G-3 -- Student dormitory rooms and resident advisor's apartment in Building A, Second Floor, West Wing (plus ceiling and finish work, First Floor West Wing.)
2. Alternate G-4 -- Laboratory/Learning Center in Building A, Second Floor, North Wing (plus ceiling and finish work, First Floor North Wing.)
3. Alternate G-5 -- Dining Court at the south side of Building A, Ground Floor.
4. Alternate G-6 -- Change floor finish in the designated areas from asbestos tile to carpet.
5. Alternate G-6a -- Change floor finish to carpet in G-3 student dormitories.
6. Alternate G-6b -- Change floor finish to carpet in G-4 Laboratory/Learning Center.

Note: Although patchwork on the tennis court and the installation of three basketball hoops and backboards are not included on blueprints, these items are included in the basic bid specifications for Phase I.

RESUME

CARL STEPHEN DAVIS

ADDRESS:

415 Sharon Road
Chapel Hill, N. C. 27514
phone: 919/967-3989

PERSONAL:

Married (11 years); no children
Born: January 17, 1945
Wife: Nancy J. Davis, Ph.D. (University of Wisconsin)
Present Position: Research Associate
Dept. of Bacteriology and Immunology
University of North Carolina
Chapel Hill, N. C. 27514

EDUCATION:

1963-1967 Occidental College, Los Angeles, A.B.
cum laude, Phi Beta Kappa, Mathematics major
1967-1972 University of Wisconsin, Madison, M.A., Ph.D.
Mathematics (Major-Analysis, Minor-Algebra)
Thesis in Several Complex Variables
1974-1976 Duke University, Durham, Education and Computer
Science courses

TEACHING EXPERIENCE:

1967-1972 University of Wisconsin, four years as a
Teaching Assistant, one year as NSF Research Fellow
1972-1974 University of Hawaii, Honolulu, Assistant Professor
of Mathematics (left for my wife to accept a
postdoctoral fellowship sponsored by the Leukemia
Society at Duke University.)
1974-1980 Durham Academy, Durham, Mathematics Teacher and,
since 1975, Mathematics Chairman
as of
July 1, 1980 North Carolina School of Science and Mathematics,
Chairman-elect Mathematics and Computer Science
Division

PUBLICATIONS:

Davis, Carl Stephen; "Iterated Limits in N^* (U^n)";
Transactions of the American Mathematical Society;
April, 1973, 139-146.

Davis, Carl Stephen, "A Zero Set for $A(U^2)$ ";
Proceedings of the American Mathematical Society;
November, 1974; 287-288.

PART-TIME TEACHING EXPERIENCE:

1977-1979 Duke University, courses in Education and Mathematics

STATEMENT:

My present duties include chairing the mathematics department (grades 5-12), designing the master schedule for the Upper School, coordinating the minor uses the administration makes of the computing facility, supervising state mandated testing for the Upper School, sitting on the Morehead Nominating Committee, heading the Bookstore (purchase and distribution of books for grade 5-12, a budget of \$38,000), and coaching the golf team.

I have taught primarily eleventh and twelfth graders during my six years at Durham Academy. I have taught Precalculus, Calculus AB, Calculus BC, Computer, Calculus of Several Variables, and Ordinary Differential Equations. At Duke I have taught Calculus, Modern Geometry (graduate level), Point Set Topology (graduate level), and Methods of Teaching Mathematics. Additional duties at Durham Academy have included chairing the Schedule Committee (resulting in a successful daily schedule), chairing the Finance Committee for Faculty Long Range Planning, and serving as a faculty representative on the Headmaster Search Committee.

Each year I write letters of recommendation to colleges on roughly half of the graduating class (it is normal that the mathematics teachers of juniors and seniors have this additional responsibility). I have received compliments from admissions officers on the completeness and informative nature of these recommendations. I consider this to be an important part of teaching seniors. College applications are time consuming and a source of anxiety for seniors.

My teaching interests are centered around preparing students in a college preparatory program. It is important that high ability students learn the value of good study habits (notetaking, organization, planning ahead, etc.) in high school, even when success for exceptionally talented students at the high school level does not require these skills. For talented students these skills are not essential until the material becomes so difficult that it is the worst possible time to have to backtrack and learn these skills. Teaching these skills to talented students in a high school environment requires imaginative approaches.

I am interested in increasing the involvement of the computer in the mathematics curriculum and in encouraging the use of the computer in the science program, especially in the laboratory and on homework assignments. I consider independent study to be important for talented students.

My philosophy toward teaching mathematics emphasizes energy, enthusiasm, genuineness, immersion into the whole school program, and total availability. It is important that students realize that learning takes place both inside and outside the classroom, that there is no substitute for energy and enthusiasm, and that since the students are listened to and treated with respect, they too are to treat each other in a similar fashion.

Teaching requires teaching much more than the narrowly viewed subject. By setting achievable standards and demanding excellence, a teacher can produce an environment for learning which reaches beyond the subject and the classroom. A good teacher knows the students in ways not directly related to the classroom (athletics, drama and music productions, independent study, etc.).

I consider energy, enthusiasm, organization, and expertise in the subject area to be my strengths.

